

Programme 120†.

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(April to July, 1931.  
(September to December, 1931, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

#### FORM I., (A & B).

PUPILS' NAMES.....  
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#### Bible Lessons.

The Bible text must be read and narrated without interruption.

#### A & B

- I. Suitable stories from *I. Samuel*, chapters 9-15, 27, 31, 16-23 (see Paterson Smyth).

Beginners: Teacher to read from *Bible Stories: Old Testament*, by R. G. Moulton (Macmillan, 2/6).

- II. Suitable stories from *St. Matthew's Gospel*, chapters 21 (verse 18)-28, inclusive.

Teacher may study Dr. Paterson Smyth's *Prophets and Kings* (Sampson Low, 2/6), lessons 1-4, inclusive (omitting questions), and *St. Matthew* (Sampson Low, 2/-), lessons 10-24, in order to bring the passages home to the children, adding comments if necessary.

Teacher will find the following books useful for personal study: (a) *Fact and Faith in the Bible*, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). (b) *The Accuracy of the Old Testament*, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-). (c) *Side-Lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (d) *Palestine in Picture*, by Canon Raven (Heffer, 10/6).

† The 120th term of work set since the Parents' Union School began.

**N.B.—Home Education and School Education must be used  
in conjunction with the programmes.**

Prayer, Hymns, etc.

The Children's Kingdom (daily readings), by G. Watts and S. Perrin (Blackwell, 2/6). The Children's Book of Prayers, by S. B. Macy (S.P.C.K., 9d.). Bible Atlas (S.P.C.K., 1/-). The Wonderful Prayer, by G. Hollis (S.P.C.K., 2/6). The Winchester Hymn Supplement (Warren; words and music, 3/-, words only, 6d.), or, The Church and School Hymnal (S.P.C.K., 3/6; words only, 1/6).

Sunday Reading:

- A A Book of Golden Deeds, by Charlotte Yonge (Macmillan, 2/-, or Nelson, 1/3), pp. 73-147. Lord Roberts (Nelson, 1/6). Boys and Girls and Friendly Beasts, by Mary Entwistle (Edinburgh House Press, 1/6).
- B Mrs. Gatty's Parables from Nature (Dent, 2/-), or, The Child's Book of Saints, by William Canton (Dent, 2/-). The Book of an Indian Baby (Edinburgh House Press, 1/-).

Sunday Occupations: Tara's Village (a model). C.M.S., 6d.).

Writing.

- A New Handwriting\* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card); it is essential that the teacher should study instructions, (6d.).
- A Cards 3 (small letters), 1 and 2 (capitals), and 5 (numbers and joining of letters). Two letters to be mastered each lesson. Transcribe from reading and poetry books, and write words and short sentences from dictation; new words must be visualised beforehand (see *Home Education*, pp. 240-243). Cards 6, 7, 8 and 9 are good models for cursive writing.
- B Cards 4 (strokes and simple small letters) and 10 (simple capitals). One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

Tales.

- A *The Pilgrim's Progress*\* (Oxford Press, 3/6, or, Nelson, 1/3), Part I., from the beginning to "The Valley of Humiliation." *Tales of Troy and Greece*,\* by Andrew Lang (Longmans, 5/-), pp. 56-100.
- B Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, pp. 344-510, or, from Grimm's *Fairy Tales*, pp. 182-280 (both Oxford Press, 3/6). *Æsop's Fables* (Murray, 2/6): choose from pp. 73-109.

English History.

- A *Our Island Story*,\* by H. E. Marshall (Jack, 10/6), pp. 453-514 (1789-1901). *Tales from St. Paul's Cathedral*\* (Revised Edition), by Mrs. Frewen Lord (Sampson Low, 1/6), pp. 1-31.
- B *Our Island Story*, pp. 1-40 (55 B.C.-A.D. 449).

Geography.

In every lesson there should be six map questions, as in the Ambleside books, to be answered from the map before reading letterpress, then reading and narration. Local geography out-of-doors (see *Home Education*, Part II.)

Philip's Atlas of Comparative Geography\* (3/6).

- A *Ambleside Geography Books*, Book I.\* (1926 edition) (Kegan Paul, 2/6), lessons 28-31 inclusive. *Ambleside Geography Books*, Book II.\* (1926 edition), (Kegan Paul, 3/-), pp. 179-202. inclusive. Pace and make plans for the length and breadth of two rooms, two passages, two garden walks. Be able to describe six places connected with recent events.

Take the Home and Classroom Section of The Times (Times Office direct, 6/- a year).

- B *Ambleside Geography Book I.* (1926 edition), lessons 11-17, inclusive. *Happy Homes in Foreign Lands*, by A. A. Methley, F.R.G.S. (Wells Gardner, 1/6), pp. 1-42. Be able to describe six places Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand, mountains, lakes, valleys.

Natural History.1

- A & B Keep a Nature Note-Book\* (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). As much out-door observation as possible. Find and name six kinds of wild flowers; watch six (a) animals, (b) birds. Keep tadpoles.

Teacher will find useful: *Nature Rambles: Spring to Summer*, by E. Step, F.L.S. (Warne, 2/6).

- A *Insect Life*\* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-41. (N.B.—Specimens should be found, and much work done out-of-doors.) *Wild Life Studies*\* by Frances Pitt (Nelson, 1/6), pp. 125-189.
- B *By Pond and River* ("Eyes and No Eyes Series," Cassell, 1/-), Lessons 1-10 (Lessons 11 and 12 can be used for nature walks). *Birdland*, by Oliver Pike (R.T.S., 6/-), Part I., p. 102, to Part II., p. 22.

or, (overseas) A & B. *Nature's Nurseries*\* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-38. *Animal Life in the East*,\* by Martin Duncan (Milford, 1/-), pp. 1-44.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures\* by Memline (P.N.E.U. Office, 2/- the set): see notes for teachers' use only in the April number of the *Parents' Review*.

1 Members overseas see special leaflet.

**French.<sup>2</sup> (See N.B. 4.)**

A & B The work should be *oral only*, but in Upper I.A. children may write down words and short sentences.

A (Second Year), *La Vie de Madame Lapine* (Dent, 1/4), ten lessons. Learn a poem from *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).

A (First Year), *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-), ten lessons.

Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate.

B *La Vie de Madame Souris* (Dent, 1/-), six lessons each term.

A & B *Sonnez les Matines* (P.N.E.U. Office, 3/-), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

Teachers will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6); with six Columbia records (6/6 each, not stocked at the P.N.E.U. Office).

**Number. (See N.B. 4.)**

If not at the stage indicated, children should start work in the books set at the point they have reached, and should work straight through them.

Some rapid mental work for A and B each lesson, and regular practice in tables.

A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.\* (University of London Press, 10d.). 2nd year, pp. 46-55; 1st year, pp. 12-23 inclusive; with *Fundamental Arithmetic Cards*, Standard I., Set A (1/3), cards 4, 5, 8, 10-13. Set B (1/3) may be used for additional examples.

It is essential that teachers should follow directions carefully in *Teacher's Book I.* (2/-).

B *Step-at-a-Time Arithmetic*, Book I.\* (A. & C. Black, 7d.), pp. 14-25. Sums may be worked with dominoes, beans, etc., at first. It is essential that the teacher should follow directions carefully in *Teacher's Book I.* (2/-).

Beginners: *Number*, by Mrs. W. A. Stephens, B.Sc. (Lond.) (P.N.E.U. Office, 4d.).

**Brushdrawing.**

A & B Teacher see *Home Education*, p. 313. Paintings of (a) six wild flowers; (b) six wild creatures that you have been able to watch; scenes from stories taken from Reading books set. Children should draw occasionally with brush, crayon or chalk from memory. *Pencils should not be much used.*

Paint-box with specially chosen colours, brush and palette (P.N.E.U. Office, 2/6). Box of (a) crayons (4½d.), (b) coloured chalks (5d.). For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used.

<sup>2</sup> Schools may substitute the national language.

**Recitations.**

A & B Learn 6 consecutive verses from work set in *I. Samuel* and *St. Matthew*. Psalm 150, or a suitable hymn. Learn a poem (each child may choose a different one).

Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase* (New Edition), chosen by L. Chisholm, Parts I.-IV. (Nelson, I. and II., 5d. each; III. and IV., 6d. each).

B (only) *Fairies and Friends*, by Rose Fyleman (Methuen, 1/6).

**Reading.**

Children should "visualise" new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A Poetry and books used for History, Geography, and Tales (Upper I.A.): *The Queen Bee*,\* by Carl Ewald (Nelson, 1/6), pp. 1-52.

A Children who can read a little may use one or two of the following: *Picture Tales from the Russian*,\* Books I. to III. (Blackwell, 1/- each). *The Banana Boy*\* (Africa), or, *The Little Brown Girl*\* (Australia), (both Milford, 3½d. or 6d. each).

B Reading taught as in *Home Education*, using *The Children's Letter Box*\* (2/6), prepared by E. R. Tetley (Jackson & Son, 2/6).

or, *The Beacon Readers*, Books I.\* (10d.), and II.\* (1/-), with *Teacher's Manual* (Ginn, 1/6). *The New Beacon Reading Cards* (10d.) and *Word Builders* (1/-), with the *Introductory Book* (9d.), may be used for beginners.

**Holiday and Evening Reading:**

A *The Training of Chiliqui*, by Alan Sullivan (Philip, 8d.). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6).

A & B *Persian Wonder Tales*, by Major C. F. Mackenzie (Blackie, 5/-), pp. 13-81.

B *Stories About Bears*, by Lilian Gask (Harrap, 1/-) *In the Beginning*, by Lady Erleigh (Nelson, 2/-).

**Music Appreciation.**

A & B The work of Chopin. See article in the April *Parents' Review*.

**Ear Training, Piano, etc.**

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

A & B (a) Ear Training, by M. Chamberlain (Novello, 6/-). Eye Training, by M. Chamberlain (Novello, 2/6). (See introduction for amount of work each term.)

(b) *The Child Pianist* (Curwen & Son, 3/-), with *Teacher's Guide* (revised edition, 7/6).

### Singing.

A & B See *Ear Training* and *Eye Training* above.  
Learn two English songs.

A The Clarendon Song Books, Book I. (Oxford Press, 2/6 or 3/-; words and voice parts only, 6d. or 8d.).

B Two songs from *Ear Training* (see above), or from *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

A & B Two French songs (see under French).

### Drill.

A & B Daily drill and games.

A Hundred Children's Singing Games, edited by F. Kidson (Bayley & Ferguson, 2/-). Folk dances: Scandinavian Dances, Series II. (Ling Association, 11d.). British Marches for Schools, by Martin Shaw (Evans, 3/6).

A Board of Education Syllabus of Physical Training for Schools, 1919 (1/6); take six consecutive Tables.

B Physical Exercises for Children under Seven (3d.).

A & B Suggestions in Regard to Games (4d.). (All Eyre & Spottiswoode.)

### Work: Crafts, etc.

A & B (a) Help in house or garden.

Practical Gardening for Children, by O. Marshall (S.P.C.K., 1/6).

(b) Paper modelling.

I.A. Paper Modelling, by M. Swannell (Philip & Son, 3/6), Series III., Nos. 3-6 I.B. Coloured Paper Work (Dryad, 2/-); The World of Paper, by Forbiciocchio (Willis & Co., Vols. III. and IV., 1/3 each). for cut-out animals.

Toys, etc., may be made from The Play-work Book, by Ann Macbeth (Methuen, 3/6).

(c) Sewing.

Use The Little Girls' Sewing Book, by Flora Klickman (R.T.S., 1/6).

(d) Claymodelling.

A Manual of Claymodelling, by H. Unwin (Longmans, 4/6).

(e) Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B.—Teachers will find valuable suggestions in the teaching of Drawing and all handicrafts in the following: (a) Drawing, Design and Craftwork, by F. J. Glass (Batsford, 12/-). (b) Applied Art, by Pedro Lemos (Batsford, 28/-). It is not advisable to follow stereotyped courses.

### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies. Optional (though very desirable) books are printed in smaller type.

N.B. 2.—The work in Form I.A. lasts for two years (average ages 7 and 8). In the second year children should read their own books and

sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.—In home schoolrooms where there are children in A as well as in B, both forms may work together, except in Tales, History and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils must either (a) begin the set book if these two subjects are new, or (b) continue in the set book from the point they have reached, but they will be handicapped in the future unless they have covered the full course for the Form.

N.B. 5.—Each pupil in Upper I.A. should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. **It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken.** The books from "Drawing" onwards (and any others in small type) are advisable but optional.

N.B. 6.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (P.N.E.U. Office, 5/-). **A record of work should be kept (see leaflet H).**

N.B. 7.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 8.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 9.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 10.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

# Parents' National Educational Union.

## The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

### FORM I., (A & B).

PUPILS' NAMES.....

#### Bible Lessons.

- I. A & B 1. Tell a story about (*a*), Saul and Samuel, *or*, (*b*), Saul and David.  
2. Tell a story of (*a*), David and Jonathan, *or*, (*b*), David and Goliath.
- II. A & B 1. Tell the story about (*a*), the wicked husbandmen, *or*, (*b*), the ten virgins.  
2. Tell the story of (*a*), Jesus at supper in the house of Simon the leper, *or*, (*b*), the visit of the two women to the sepulchre.

#### Writing.

- A Write (once only) a line of poetry from memory.  
B Write, or print (once only),—"The robin is the fairies' page."

#### Tales.

- A 1. Tell (*a*), how Christian talked with Mr. Worldly Wiseman, *or*, (*b*), about some of the things that he saw in the house of the Interpreter.  
2. Tell (*a*), how Ulysses stole the Luck of Troy, *or*, (*b*), about "the horse of tree."
- B 1. Tell (*a*), a short fairy story, *or*, (*b*), one long, or two short Æsop's Fables.

English History.

- A 1. What do you know about (a), Nelson, *or*, (b), the freeing of the slaves in the reign of William IV. ?  
2. Tell a story about (a), Queen Victoria and the Great Exhibition, *or*, (b), Sir John Franklin.  
3. What do you know about (a), Sir Christopher Wren and the building of St. Paul's Cathedral, *or*, (b), one of the monuments in the nave of St. Paul's.
- B 1. Tell (a), about the coming of the Romans, *or*, (b), the story of St. Alban.  
2. Tell about (a), Boadicea, *or*, (b), Vortigern.

Geography.

- A 1. How does the mariner's compass help him to guide a ship? Draw a diagram of a compass if you can.  
2. (a), Find and name a river, a lake, two cities on the map of Canada, and say something about each, *or*, (b), tell something about the rivers and plains of South America.  
3. Tell what you know about Mr. Courtauld in Greenland, *or* about any other traveller's adventure you have heard about this term.
- B 1. How do we get (a), winter, (b), summer?  
2. Tell about (a), a strange home in Africa, *or*, (b), the Indians of Mexico.  
3. Name a place you have heard about this term. Find it on the map and tell something about it.

Natural History. (Children overseas may substitute local animals and plants).

- A 1. Tell what you know about the life of (a), a moth, *or*, (b), a butterfly that you have watched this term, *or*, (b), about a cockchafer.  
2. Tell about one of the following,—(a), "Prickles," the hedgehog, (b), a barn owl, (c), tadpoles.
- B 1. Tell what you know about one of the following,—(a), a tadpole, (b), a stickleback, (c), an otter.  
2. Tell about (a), a nest in a flower-pot, *or*, (b), the long-tailed tit's nest.

(Overseas.)

- A & B 1. Tell about (a), the earwig and her babies, *or*, (b), an ostrich nursery.  
2. What do you know about (a), an orang-utan, *or*, (b), a flying fox?

Picture Study.

- A & B Tell what you can about "The Light of the World," by Memlinc. One section only may be described.

N.B.—Another of Memlinc's pictures may be described if this one was not studied.

French (Oral only.)

- A Children (a), to recite a series, (b), make three new sentences, (c), recite a poem.  
B Say six sentences, *or*, answer six questions in French.

Number. (All working must be shown.)

- A 1. There were 125 primroses in a lane and 27 were picked. How many were left?  
2. John had  $3\frac{1}{2}$  in his money box. He bought his mother a handkerchief for  $1\frac{1}{2}$ . How much had he left in his box?  
3. A rookery contained 48 nests with three babies in each. How many baby rooks were there altogether?
- (2nd year). 1. If there are 7 apples in a pound of apples, how many are there in 56 pounds?  
2. A box of paints holds 9 tubes of colour. How many tubes are needed to fill 3 dozen boxes?  
3. A ferry boat crosses a river every 8 minutes. How many trips will it make in 2 hours? (1 hour = 60 minutes).
- B 1. On a tree there were 24 large monkeys and 9 small ones. How many altogether?  
2. There were 30 eggs in a box and 7 got broken. How many were left?  
3. How many 3d. toys can you buy for 52 pennies? How many pennies will be left over?

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, of one of the stories (from books set) that you have enjoyed this term.  
2. (a), A wild flower, *or*, (b), a dog guarding sheep.

Recitations.

Father to choose a hymn, a poem, and two passages from the Bible lessons.

Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work, Crafts, etc.

Outside friend to examine, but list of handicrafts completed to appear on Parents' Report.

**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.